

Ravensworth Terrace Primary School



SEN Information Report 2024-25

Establishing Progressive Consistency | Enabling Cohesion | Ensuring Coherence

*We believe in the worth and potential
of every individual.*

*We have high expectations and goals
for ourselves and others.*

We will persevere even in the face of obstacles.

We believe that everyone can succeed.

Together, we are winners.

Respect Independence Perseverance Kindness Teamwork

Ravensworth Terrace Primary School

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SEN Information Report

About the school

Ravensworth Terrace Primary School is a maintained mainstream school for students from the ages of 4 to 11.

The school caters for pupils with additional support at school if the child has an identified Special Educational Need. The term Special Educational Need (SEN) describes the needs of children who have a difficulty or disability which makes learning harder for them than other children of the same age. We follow the advice and requirements as specified in the SEND Code of Practice (2014) (revised 2015).

The Special Educational Needs Co-ordinator (SENDCo) is Ms Anna Roe who can be contacted by telephone on 0191 4334200 or by email at ravensworthterraceprimaryschool@gateshead.gov.uk

Identifying Needs

All pupils follow a broad balanced curriculum that is appropriate to their age and stage of development. It is personalised to take into account their needs and abilities. In order to identify a pupil's special educational need the school uses all of the information about the pupil's progress, including internal and external assessments. We compare it with the progress of other pupils in the school and against national performance information.

If a pupil is not making the progress that would be expected, the pupil and parent/carer will be involved as soon as possible. The school will discuss their concerns with the parent/carer and get the parent/carers views about:

- the pupil's strengths and areas of difficulty
- concerns that the parent/carer has
- agreed outcomes
- next steps

Following discussions with parents/carers we will then agree outcomes that the pupil will be working towards and the support or programmes of study that are needed to meet these outcomes. From the records of progress and discussions with parents/carers, the school will then decide the support or programmes of study that are needed to meet these outcomes.

The SEND Code of Practice identifies 'four broad areas of need and support' as follows:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical needs.

These areas allow schools to gain an overview of their pupils' range of needs. The SEND Code of Practice (2015) emphasises: 'The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need.'

Concerns are not always based on academic progress and any concerns that school staff or parents raise in this area may lead to a further investigation by the SENDCo. In some instances, involvement from outside services may be necessary. These include Primary Behaviour Support, High Incidence Needs Teams (language and specific learning difficulty

needs), assessment from an Educational Psychologist or referrals to Speech and Language Therapy, Occupational Therapy or sensory teams including Vision and Hearing teams (Low incidence Needs Team).

Assessment, Monitoring and Review

Each pupil's progress is continually monitored by their class teacher and the SENDCo in a number of ways, including additional educational testing completed within school. The SENDCo oversees any additional support a child may need and at the beginning of the new academic year, data is analysed and tracked to get a clear indication of which children need support with their academic work.

Progress is tracked closely by staff and is reviewed formally every term. It is also reviewed formally every term in Pupil Progress Meetings with staff and the Senior Leadership Team and monitored against Age Related Expectations (ARE). This information is shared with parent/carers through the school reporting system. A range of assessment tools may be used to monitor progress, such as tests which give a number, reading and spelling age or a standardised score. These tests and attainment levels will also be discussed in detail, along with staff comments within the review meeting.

These reviews will affect the level of support given to each pupil and depends on the additional needs of the child and any other factors that may improve or hinder their progress. When a pupil has been assessed as having SEND and is not making progress with the help that they have been given, the school SENDCo can refer pupils to a number of different services for more specialist assessment and advice.

Depending on the pupil's needs, referrals can be made to the Special Educational Needs Improvement Team (SENIT), the Educational Psychology Service or Behaviour Support Service within Gateshead Council, health services such as speech and language therapy, school nursing service or Children and Young People's Service or social care teams such as Early Help. School might suggest completing a Common Assessment Framework (CAF) form in order to get a team of professionals (Team around the Family (TAF)) together to work with the pupil and their family. This needs to be done with the parent/carers agreement.

If the pupil does not make progress with support that has been suggested by specialist staff, school can make a referral to the Local Authority (LA) for an assessment for an Education, Health and Care Plan. This is a legal process, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child.

Currently, children are required to be formally assessed at the end of key stage 2 (i.e. at the end of Year 6) using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. Children in Year 1 have their phonic ability assessed using a statutory 'phonics screen' which is then repeated in Year 2 if they do not meet the 'required standard'. Children in the Early Years Foundation Stage are also assessed on entry to Reception using the Reception Baseline Assessment and at the end of the year to see if they have met the Early Learning Goals. Children in Year 4 will complete the MTC (multiplication tables check) in June.

Involving Parents/Carers and Pupils

Parents/carers can contact school if they have any concerns about their child by telephoning, writing/emailing, or coming into the school office and requesting a meeting.

Parents and carers are also kept informed through regular verbal and written feedback. Staff will contact parents or carers to discuss issues, concerns or progress of individual children.

The school holds regular parent evenings for all parents. If their child has special educational needs, parents and carers are involved with regular termly review meetings to discuss progress towards current outcomes and setting outcomes for the future.

Annual Reviews are held for pupils with an Education and Health Care Plan. These reviews focus on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the pupil and any other agencies involved.

Progress reports can be provided to parents/carers in alternative formats if required.

Pupils are encouraged to share their aspirations and views in review meetings and this will be done in a way that is appropriate to their age.

Staff

There are a number of people in school who are responsible for special educational needs in school:

The Head Teacher (Mr Ramanandi) is responsible for:

- The day to day management of all aspects of the school, including support for children with SEND.
- Making sure that your child's needs are met but they will give this responsibility to the SENDCo and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Special Educational Needs Co-ordinator (SENDCo), Ms Roe, is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
 - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Making sure that there are clear records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school, so they can help pupils with SEND make the best possible progress.
- Support class teachers in writing Learning Plans that specify your child's targets.
- Ensuring that all staff working with the pupil in school are helped to deliver the planned work/programme so the pupil can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The Class Teacher is responsible for:

- Making sure that all children have access to excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting the SENDCo know if necessary. This could be things like targeted work, additional support and scaffolds.

- Writing Learning Plans with the SENDCo. These will be shared and reviewed with parents.
- Planning for the child's next term based on their progress.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Teaching Assistants work with the class teacher to identify areas of support for pupils with SEND. They:

- Support pupils to access the curriculum
- Help to implement differentiation and specialist support strategies in the classroom
- Keep pupils focused on learning activities during lesson
- Attend all training opportunities related to SEND and differentiation.
- Are mainly classroom based, however they also deliver specific SEND programmes outside of the classroom.
- Help pupils to develop effective ways of becoming independent learners.

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school, who has SEND.

Training

School staff are trained in specific areas where there is a current need. The Head Teacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. The Senior Leadership Team find appropriate specialist support training and enrol staff on courses. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of.

Staff within school have different levels of expertise in order to support pupils with special educational needs:

Awareness - this is basic awareness of a particular type of SEND. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENDCo, SENIT, Educational Psychologist or other specialist service.

Enhanced - this level of training will be carried out by staff working with the pupil regularly, such as the class teacher, teaching assistant and Phase Leader, and will focus on how teaching and learning can be adapted to meet the pupil's needs. The training can be carried out by SENIT, Educational Psychologist, staff from special schools or other specialist services.

Specialist - this is in-depth training about a particular type of SEND for staff who will be advising staff who support pupils at an enhanced level. This could be a specialist SEND teacher or a SENDCo if they had appropriate qualifications

At Ravensworth Terrace Primary School, staff have had awareness training in phonics, spelling & grammar and maths as well as enhanced training in specific learning difficulties,

autism, literacy and fine and gross motor skills (OT). The Area SENDCo has also provided training in identifying barriers to learning. Mrs C Brooks, Deputy Head Teacher) has had specialist training in specific learning difficulties (PG Cert SpLD/Dyslexia). The SENDCo has completed The National SENDCo Award, a masters level qualification and has also completed training in Mental Health First Aid. The SENDCo is also a qualified ELSA.

Transition

Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

- Pupils with an Education, Health and Care Plan (EHCP) will have a review in the Autumn term before they move to secondary school to discuss the transition. You will be informed by February of the year that they transfer to secondary provision which school they will attend in September.
- Before your child moves to secondary school, new staff will visit them at Ravensworth Terrace Primary School. Whenever possible, secondary school staff will arrange for your child to visit to meet their new teacher and classmates. Staff at the secondary school will speak to parents before their child begins at the school. The SENDCo and class teacher at Ravensworth Terrace Primary will develop a personal transition plan for your child with their new teacher and SENDCo, who will ensure that the secondary staff teaching your child have a knowledge of their needs.
- When moving classes in school, information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. All Learning Plans will be shared with the new teacher. If your child would benefit from some support, such as a social story or transition passport, to help them understand moving on then this will be arranged.

Children joining our school in Reception visit their new classroom several times before the start of the year. In addition to this we also offer home visits to parents. We have close working relationships with pre-school providers and, where necessary, due to a concern being identified, the SENDCo will visit any preschool setting to meet a child and the professionals who have been working with them in order to identify any early support that may need to be implemented. We invite all parents/carers of children joining the school to meet their child's class teacher during the summer term before the child starts at the school at an Induction Meeting. We also ask parents to let us know if their child has a disability or if they feel their child has any additional needs so that we can make sure the right support is in place for their child

Support

Academic

All pupils receive excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This could involve things like using more practical learning.
- Specific strategies are in place to support your child to learn.

- If your child's teacher has decided that your child has gaps in their understanding/learning after carefully checking on your child's progress they could receive some extra support to help them make the best possible progress.

All pupils in school should be getting this as a part of excellent classroom practice when needed but other types of support are available for pupils with SEND:

Specific work with a small group of children

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and will *be put in place if the class teacher or SENDCo think that they need extra support in school*. The group, sometimes called intervention groups by schools, are:

- Run in the classroom or outside.
- Planned and overseen by a teacher but they are often run by a Teaching Assistant who has been trained to run the groups using the teacher's plan.
- Working with specific outcomes to help the pupil to make more progress.

Specialist groups run by outside agencies

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups and means they have been assessed as needing some extra specialist support in school. This may be from:

- Local Authority services such as SENIT, an Educational Psychologist or Behaviour Support Service.
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Physiotherapy and Occupational Therapy (OT)

For your child this would mean:

- They will have been identified by the class teacher as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked for permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g changing some aspects of teaching to support them better
 - Support to set targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g a social skills group
 - A group or individual working with an outside professional
- The school may give your child some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Individual support

This is usually provided through an Education, Health and Care Plan. This means your child will have been identified by a specialist professional as needing a higher level of support than the school can provide from their SEND budget. This is a legal process, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child. School will discuss with you if they think that this is required.

Emotional and Social

As well as providing academic support, school can also provide emotional and social support for students. This can include:

- Social skills/nurture group interventions - provided by both internal staff and external agencies
- Self-esteem interventions
- Anti-bullying policies and taught within PSHE curriculum and Rights Respecting lessons.
- Provision provided before and after school for vulnerable students
- Making reference to care plans - administration of medicines, see policy

Mental Health Team

Our Mental Health Lead is Ms Roe who can be contacted by telephone on 01914334200 or by email at ravenworthterraceprimaryschool@gateshead.gov.uk .

In recognition of the importance of establishing and maintaining good mental health we have established a Mental Health Team within school. This team meet every half term in order to discuss strategies and wellbeing within the school.

Ms A Roe, Mrs Graham and Mrs Sanderson are trained Mental Health First Aiders.

Miss Antcliffe and Mrs Graham have completed a Place2B Mental Health Champions course.

Accessibility

In School

The school is fully accessible to students with physical difficulties.

The following facilities are available for pupils and their parents/carers with physical difficulties:

- Accessible toilets
- lift
- Induction loop for hearing aid users
- Contrast edging and dual height rails on stairs and steps
- Accessible break areas
- Accessible dining area
- A private room for administration of medication (policy available upon request)

A risk assessment carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan.

We have an Accessibility Plan included in our Disability Equality Policy which is available for you to view at school.

Outside of School

The school has a number of after school clubs which are accessible to pupils with special educational needs.

Pupils take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional needs of the pupils. Risk Assessments are accessible by the Local Authority. Risk assessments for residential visits are sent to the Local Authority for approval.

Complaints

Parent/carers should contact the SENDCo with any complaints about the provision that the pupil is receiving at school. If the complaint is not resolved, the school has a complaints policy (see school website or click on the link below).

<https://www.ravensworthterrace.com/policies/>

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnardos in Gateshead (tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an Education Health Care Plan.

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at www.gateshead.gov.uk/localoffer. Please note that our school offer is part of this.

This SEND information Report was prepared in November 2023. It will be reviewed in November 2024.